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ABSTRACT

This report provides training activities found most effective for inservice training of university faculty and preservice training of aspiring educators enrolled in colleges and universities. The University of Wisconsin-Oshkosh and the University of Wisconsin-Stout developed and demonstrated model programs for inservice training of university faculty in career education and preservice training of aspiring school administrators, teachers, counselors, and other support personnel for career education. Based on a needs assessment, training objectives, competencies, and activities were formulated. Competencies were written for the (1) inservice preparation of university administrators, general faculty, and teacher/counselor education faculty; and (2) preservice preparation of elementary secondary administrators, classroom teachers and counselors and other support personnel. For example, a competency for university administrators would be to develop a working knowledge of career development theory. A competency for aspiring teachers would be to develop familiarity with model career education programs and career education models. Preparation activities help develop implementation skills associated with each competency. (IRA)

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TRAINING UNIVERSITY FACULTY AND ASPIRING EDUCATORS ENROLLED IN PRE-SERVICE FOR CAREER EDUCATION

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U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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THE WISCONSIN CAREER EDUCATION CONSORTIUM

The Wisconsin Career Education Consortium (WCEC) was established in 1975 as a U.S. Office of Education funded project to demonstrate incremental improvement in career education. The school districts of Eau Claire, Kimberly, Madison, Oregon, Shawano, Sheboygan, and Watertown, together with the Wisconsin Department of Public Instruction, comprised the original consortium which pooled resources to attain several common objectives including the development of 26 how-to-do-it demonstration packages on various facets of career education, and a kit of evaluation tools (AE Kit) for career education practitioners.

In 1976, the WCEC was expanded to include a number of relatively inexperienced "partner" schools, as part of the consortium's efforts to disseminate its products and expertise to other schools throughout the state and nation. The junior partner school districts are: Marshall, McFarland, Middleton-Cross Plains, Port Washington, Sacred Heart and Saint James (Shawano), Stevens Point, Waukesha, and Weyauwega. Two universities, UW-Oshkosh, and UW-Stout, joined the WCEC in 1977 when members began to direct their efforts toward demonstrating training of various groups of persons involved in the delivery of career education.

Principal authors of this report on the university training component of the project are:

- Carlyle Gilbertson and John Stevenson, University of Wisconsin-Stout.
- Donald Jorgenson and Robert Pickering, University of Wisconsin-Oshkosh.

Other WCEC member representatives who have served as resources include:

- Robert Meyer and James Augustin, Wisconsin Department of Public Instruction.
- Mary Ann Allen, Middleton-Cross Plains Area School District
- Raphael Artz, Weyauwega Middle School
- Emery Babcock, Stevens Point Area School District
- Sister Frances Borgia, Sacred Heart School (Shawano)
- Roland Cross, Oregon Consolidated Schools
- Gordon Fairbert, Port Washington School District
- Patrick Fleming, McFarland Junior High School
- Richard Johnson, Waukesha School District
- Wayne Kiefer, Marshall High School
- Wilbur Kleinschmidt, St. James School (Shawano)
- Darrell Larson, Kimberly High School
- Ellen Meister and Gary Sisler, Madison Public Schools
- Fred Ponschok, Shawano High School
- Eileen Scott and Herman Tiedeman, Watertown Public Schools
- Clifford Stanford, Eau Claire Public Schools
- Allen Stessmann, Sheboygan Public Schools

This list, as long as it is, is not all-inclusive. Many other individuals associated with the WCEC member schools have made valuable contributions to the success of the WCEC's demonstration project in training and retraining. These include university personnel, teachers, counselors, administrators, and community personnel dedicated to advancing the status of career education in schools and universities across the country.

PREFACE

Preservice and inservice training of major delivery groups must assume a high priority in efforts to develop comprehensive career education programs. Recognizing the need for seasoned career education practitioners to share information on effective training methods and techniques with others who are less experienced, the Wisconsin Career Education Consortium (WCEC) has prepared a series of reports concerning its training and retraining experiences.

This report provides models for inservice training of university faculty and preservice training of aspiring educators enrolled in colleges and universities. It is one of four WCEC reports concerned with training major groups involved in the delivery of career education to students. The other reports provide models for training K-12 administrators, K-12 staff, and community and school personnel for effective collaboration in career education.

These models are not intended as comprehensive theoretical models for career education preservice and inservice. Rather, they are grounded in the practical training experiences of the two universities and 16 school districts which comprise the WCEC. Each model reports successful training activities conducted by consortium members during the course of a federally funded demonstration project and in years prior to it.

Members of the WCEC have attempted to emphasize "teaching each other" and "learning by doing" as primary approaches to career education inservice training. For example, experienced practitioners from senior (lead) school districts in the consortium often functioned as resource persons in training university faculty and "peers" in less experienced partner districts. For some resource persons, their preparation for inservicing others was in effect retraining and learning by doing for themselves. Short term placement of K-12 staff at community employer sites is another good example of the consortium's emphasis on learning by doing, where individuals in the community function as important inservice training agents.

The WCEC hopes that this report and its companion reports will help other individuals to profit from the consortium's training experiences as they plan and conduct career education training in their local settings.

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TRAINING UNIVERSITY FACULTY AND ASPIRING EDUCATORS ENROLLED IN PRE-SERVICE FOR CAREER EDUCATION

CAREER EDUCATION IS ALIVE AND WELL!! As one surveys the current status of career education, it would be readily concluded that the opening sentence is true in relation to many facets of the concept. Dr. Hoyt would provide us with a raft of evidence in support of this position. And one would rightly conclude that at the national level much is being done. At the opposite extreme, or to put it another way, at the "grass roots" level, ample evidence exists to again support the statement. Local Educational Agencies (LEAs), administrators, teachers, counselors, parents, community business and industry, service organizations and, most important of all, KIDS are actively involved in a host of career education activities. At the intermediate level, that is, in State Educational Agencies (SEAs), one again finds ample evidence to support the contention that CAREER EDUCATION IS ALIVE AND WELL!!

Persons involved in the many and varied facets and activities of career education at whatever level (LEA, SEA and/or National) must develop knowledge and understanding of, and skill and competence in career education.

But, two basic questions need to be raised. First, "Who is it that staffs the classrooms, the guidance offices and the administrative offices of our nation's schools?" Second, "Who is responsible for the preparation of these education personnel?" Within the framework of career education, responsibility for such development has historically and traditionally been that of teacher education insititutions. When one queries as to the "state of the art" in higher education in its schools, colleges and departments of education (SCDEs), one finds no broad base of career education activities and programs in SCDEs. In fact, a paucity exists among teacher education institutions and in teacher education programs. Dr. Hoyt has pointed out...

> No call for educational reform can result in a long-term change unless that call is heard and endorsed by our teacher education institutions....The leadership of teacher education faculty members....is sorely needed now in meeting in-service education demands....the long run future of Career Education will be directly dependent on the willingness and ability of teacher education institutions to change pre-service programs for educational personnel in ways that reflect the career education emphasis in American Education.

He further significantly noted that...

> Evidence justifying an assertion that career education is a vibrant and growing movement would, it seems, be difficult to amass if one were to search for it among the teacher education institutions across the land.

(Hoyt, "Career Education and Teacher Education." Paper presented at USOE Conference, spring, 1975.)

The statements made by Hoyt in 1975, unfortunately, are just as true today as they were then, namely; career education in teacher education institutions across the land is not "alive and well".

On the other hand, there are all kinds of career education activities going on in a given state and without significant involvement of SCDEs. LEAs are doing much, and by and large on their own. Business and industry are involved. In many instances communities as a whole are supportive of, and involved in career education. SEAs are heavily involved, even to the point of appointing state directors for career education, developing state plans and providing staff to get the job done. In some instances states have gone so far as to mandate career education through appropriate legislation and the accompanying fiscal notes. But as we look at educators at all levels of this nation's education enterprise, the leadership and involvement void is most apparent in colleges and universities across the land. And perhaps the largest void and the greatest amount of inactivity exists in SCDEs.

TRAINING NEEDS

According to a Wisconsin 1976 needs assessment, teachers, counselors and school administrators from randomly selected school districts felt that there is a need for more involvement of our higher education institutions in training of career education practitioners. 63% of the administators (N=232), 63% of teachers (N=1032) and 62% of counselors (N=100) identified their need for either "more" or a "great deal more" communication between teachers and counselor training institutions and local school districts if they are to effectively provide career education for their students.

In his study of university faculty and administrators' attitudes toward career education, J. Patrick Wagner reported, "The need to assist future teachers and counselors to draw relationships of their curriculum and services to the world of work and provide them with a working knowledge of career education before graduation received strong support from both groups".

In developing this model an attempt has been made to develop and implement, on a pilot basis, career education preparation programs in two Wisconsin teacher education institutions, in order to alleviate the problem noted above. Within project parameters the following needs have been identified.

A. University Faculty

There is a need to develop, refine and demonstrate effective methods and techniques for training faculty members in teacher and counselor training institutions, thus enabling them to incorporate career education strategies in their training programs.

B. Educators in Training

There is a need to develop, refine and demonstrate effective methods and techniques for pre-service training in career education for aspiring school administrators, teachers and other professional support personnel.

TRAINING OBJECTIVES

The objectives of the model, as listed below, were specifically developed to meet the needs identified above for university faculty and educators in training.

A. University Faculty

By the end of the project year, effective methods and techniques will have been developed, refined and demonstrated for training and retraining teacher and counselor educators in the integration of career education strategies with their preservice training programs. (Note: In the process of achieving the above objective, the universities will work toward the following intermediate objective. By the end of the first semester, participating instructors in the College of Education, University of Wisconsin-Oshkosh, and the School of Education, University of Wisconsin-Stout, will have obtained the training necessary for incorporating career education strategies in their second semester methods courses.

B. Educators in Training

By the end of the project year, effective methods and techniques will have been developed, refined and demonstrated for the preservice training in career education of aspiring administrators, teachers, counselors and other professional support personnel.

Competencies

As noted, two target groups were identified: university faculty and educators in training. The university faculty group included both teacher education and non-teacher education faculty. However, in the development of this model focus was placed on teacher education faculty, i.e., university personnel involved in the preparation of students for a variety of LEA positions. The group identified as "educators in training" includes both preservice and inservice LEA personnel. However, this project focused primarily on the preservice dimension of preparation in career education.

The lists below identify desired competencies for university teacher/counselor education faculty and administrators, teachers and counselors in training.

A. University Faculty (teacher/counselor education)

Competencies expected to result from faculty training would include (but not be limited to):

- an understanding of career education
- an awareness of the need for career education
- a working knowledge of career development theory
- a knowledge of strategies for integrating career education with guidance and instructional programs
- an awareness of past and current career education activities in state and nation
- familiarity with model career education programs
- an understanding of the State Plan for Career Education and their individual roles in implementing it
- a command of available resources for career education
- ability to motivate colleagues to infuse career education with their preservice programs
- an awareness of the many occupations related to various subject matter
- understandings and abilities needed to help their students (aspiring teachers, counselors, administrators) acquire the competencies to be derived from preservice training. (See preservice section which follows.)

B. Administrators In Training

Competencies expected to result from preservice training for administrators would include (but not be limited to):

- an understanding of career education
- an awareness of the need for career education
- a working knowledge of career development theory
- a knowledge of strategies for integrating career education with guidance and instructional programs

- an awareness of past and current career education activities in state and nation
- familiarity with model career education programs
- an understanding of the State Plan for Career Education and their roles in developing local plans for career education
- ability to develop a facilitating climate for career education
- ability to provide leadership and support through effective allocation of personnel, time and/or money
- understandings and abilities to train and motivate staff to incorporate career education with their ongoing guidance and instructional programs.

C. Teachers and Counselors In Training

Competencies expected to result from preservice training for teachers and counselors would include (but not be limited to):

- an understanding of career education
- an awareness of the need for career education
- a working knowledge of career development theory
- familiarity with model career education programs
- ability to utilize career education strategies to improve guidance and instructional programs
- ability to integrate career development concepts with learning activities
- ability to relate learning to its application outside the classroom
- ability to identify the many occupations related to their particular subject area
- ability to use community resources to facilitate career awareness, exploration and preparation among students
- ability to individualize instruction to meet individual needs such as tentative career plans.

PROCEDURES AND ACTIVITIES INVOLVED IN THE DEVELOPMENT OF THE TRAINING MODELS

Selection of Participants

UW-Oshkosh. Five faculty members from the College of Education and Human Services (COEHS) at the University of Wisconsin - Oshkosh were selected for participation on the basis of knowledge and interest in career education and their continuing involvement with "core" courses required of all undergraduate students enrolled in the College's elementary, secondary and special education certification and degree programs. Currently these "core" courses include either Social Foundations of Education or Education and Minority Groups. All of those COEHS faculty with teaching responsibilities in these courses expressed a need for and interest in providing their students with an awareness and understanding of career education concepts and

programs. This selection process provided an effective and efficient vehicle for the comprehensive integration of career education with the preservice training of all UW-Oshkosh education majors.

UW-Stout. Five faculty members were selected to participate in this project. In order to provide an opportunity for all teacher and counselor education faculty to participate, announcements explaining the project were sent to all related departments in the University. It was stressed that persons applying should be interested in career education and be able to participate in all scheduled activities. (See appendix A for announcement.)

Information regarding the objectives, activities, scheduled meetings, expected outcomes and degree of involvement was sent to department administrators and the Teacher Education Council. Applications from interested personnel were screened with regard to teaching area, previous involvement in career education, written statement as to why they wanted to be in the project and recommendation of their department administrator.

Five persons were selected as participants and two were selected as alternates in the event someone could not participate due to illness, job demands, etc. The five people represented four teaching areas at UW-Stout. The areas were Home Economics Education, Industrial Arts Education, Special Education and the Masters Degree in Professional Development. (Other areas represented by the two co-directors were Counselor Education and the School of Education.)

This distribution of participants represented the majority of education programs at UW-Stout, thus maximizing the potential impact on teacher-counselor education.

There was a total of fourteen persons involved in this project from two universities in the University of Wisconsin System. Representation was indeed cross-sectional as the following list illustrates.

1. Foundations of Education
2. Education and Minority Groups
3. Home Economics
4. Industrial Arts
5. Special Education
6. Undergraduate teacher education
7. Graduate education
8. Counselor education
9. Departmental administrator
10. School of Education administration

Participants were provided with an honorarium for each day of involvement in the Consortium Project. The daily honorarium was paid directly to the participants by the Wisconsin Department of Public Instruction (DPI), project fiscal agent.

Activities

A. University Faculty

1. An inservice training program was conducted for selected counselor and teacher educators at the University of Wisconsin-Oshkosh and the University of Wisconsin-Stout. The Assistant Dean of the College of Education and one Professor of Counselor Education at Oshkosh, and the Dean of the School of Education and the Department Chairman of Counseling and Psychological Services at Stout were responsibile for organizing and implementing this training during the first semester of the project year. They utilized university colleagues, specialists from the Wisconsin Department of Public Instruction, and K-12 consortium school district practitioners as resource persons. An announcement and the agendas for some of the workshops for teacher and counselor educators are included in Appendix B.

2. Other first semester training efforts conducted by the two universities included one or more of the following:

a. Departmental meetings

b. Teacher educator meetings

c. Counselor educator meetings

d. Curriculum committee activities

3. Also during the first semester, selected counselor and teacher educators at the two universities involved made on-site visits to a consortium school district to observe career education in action and to interview teachers, counselors, administrators and students experienced in career education. Reports were made to the rest of the participating faculty.

4. While staff exchange programs between the two universities and LEAs were desired aspects of the project, these exchange programs did not materialize. Should further projects of this nature be implemented, these types of exchange programs would be desirable.

5. During the first semester, participating faculty members produced descriptions of how they planned to integrate career education with their respective second semester methods or foundations courses.

6. After having developed their preservice training plans during the first semester, participating faculty tested and refined their plans while implementing them in second semester methods and foundations courses.

7. By the end of the second semester, the two universities produced and demonstrated similar models for training university faculty in career education.

8. Experienced consortium school districts provided school and community practitioners as resource persons for the various faculty training programs.

9. The Wisconsin Department of Public Instruction and other state agencies provided resource persons for these faculty training programs, also.

10. In addition to utilizing the prior experience of the Wisconsin Career Education Consortium, the two universities drew on their own experience in helping other LEAs with inservice programs and summer workshops for career education. They obtained final reports and materials, where available, from previously funded training and retraining programs which dealt with faculty training.

B. Educators in Training*

1. During the second semester, participating faculty at the two universities involved incorporated career education strategies in their methods and foundations courses. (See sample outlines in Appendix C.)

2. Selected students in second semester courses of participating faculty made at least one on-site visit to a consortium school district to observe career education in action, and to interview teachers, counselors, administrators and students experienced in career education. Reports of these visits were made in their classess.

3. By the end of the second semester, students in participating courses prepared and submitted tentative plans for integrating career education in their prospective guidance and/or instructional programs.

4. By the end of the second semester, the two universities produced and demonstrated similar models for the preservice training of aspiring school administrators, teachers, counselors, and other professional support personnel.

*Note additional training activities in WCEC's reports entitled "Training K-12 Administrators for Career Education," and "Training K-12 Staff for Career Education," since preservice and inservice training programs have similar objectives, and use similar activities, resources, and evaluation methods.

5. Experienced consortium school districts provided school and community practitioners as resource persons for these preservice training programs.

6. The Wisconsin Department of Public Instruction and other state agencies provided resource persons for these preservice training programs.

7. In addition to utilizing the prior experience of the Wisconsin Career Education Consortium, the two universities involved drew on their own experience in helping other LEAs with inservice programs and summer workshops for career education. They obtained final reports and materials where available from previously funded training and retraining projects which dealt with preservice training.

Budget

In addition to the honorariums mentioned above, the following expenses were incurred:

Secretarial Assistance	$ 424.00
Travel (food, lodging, mileage)	5121.00
Services and Supplies	2355.00
	$ 7900.00

Travel for all participants was handled by UW-Oshkosh following a transfer of project funds to the institution from the Wisconsin Department of Public Instruction.

Basic Materials

The following printed materials were utilized by university personnel during the course of the training:

1. Superintendent of Documents, An Introduction to Career Education Washington, D.C.: 1975
2. Even, Brenda B. Integrating Career Education Into Teacher Preparation, Washington, D.C.: 1976.
3. Jorgenson, Donald D. Career Development, (A hand book for counselors) Oshkosh, Wisconsin: 1977.
4. Teachers and Career Education. Washington, D.C.: 1976.
5. Journal of Career Education, Columbia, Missouri: 1977-78.

6. State of Wisconsin — Wisconsin State Plan for Career Education, Madison, Wisconsin, State Department of Public Instruction; 1977

Composite Set of Competencies for Training

The following is a suggested list of competencies for personnel involved in career education programs. It is a composite list for university faculty (those in non-teacher education instructional positions as well as SCDE faculty), in-service personnel (LEA and higher education) and pre-service personnel (students). The list is not all inclusive, but representative in nature. Personnel involved in career education should develop competencies in the following areas:

1. Understanding of career education.
2. Awareness of the need for career education.
3. Awareness of past and current career education activities in state and nation.
4. Knowledge of available resources for career education, including community resources.
5. Ability to develop a facilitating climate for career education.
6. Understanding of their roles in developing and implementing local plans for career education.
7. Understanding of the State Plan for Career Education and their roles in implementing it.
8. Familiarity with model career education programs and career education models.
9. Working knowledge of career development theory.
10. Knowledge of strategies for integrating career education with guidance and instructional programs.
11. Awareness of many occupations related to specific disciplines or subject areas.
12. Ability to provide leadership and support through effective allocation of resources. (Time personnel and money.)
13. Understandings and abilities to train and motivate staff to incorporate career education with ongoing guidance and instructional programs.
14. Ability to motivate faculty to infuse career education with their preservice training programs.
15. Ability to motivate collegues to infuse career education with their preservice programs.

16. Understandings and abilities needed to help aspiring school administrators, counselors, and teachers acquire the competencies to be derived from preservice training.

17. Ability to utilize career education strategies to improve instructional programs and services for students.

18. Ability to infuse career education with subject matter.

19. Ability to relate learning to its application outside of the classroom

20. Ability to individualize instruction and services to meet individual needs relative to career development. (Planning, preparation, placement.)

21. Ability to assist students in developing career plans and in making career decisions.

The table which follows lists the competencies along the vertical axis. The various personnel involved in delivering career education are indicated along the horizontal axis. An "x" is placed in cells denoting that this particular competency is appropriate or required for the type of personnel noted at the top of that particular column. The notation "/" also appears in several cells. This denotes that it would be desirable for the type of personnel indicated at the top of that column to have some knowledge and understanding with respect to the competency, not necessarily great knowledge or competence. A few of the cells have neither notation. This means that the particular competence does not apply.

Ninety-three of the 126 cells have a mark in them. Eighty-one cells are marked with the "x" notation and 12 are marked with the "/" notation. One may conclude on the basis of this analysis that career education has a significant relationship to all aspects of education.

COMPETENCY	Inservice Preparation of:			Preservice Preparation of:		
	University Administration	General Faculty	Teacher/Counselor Education Faculty	K-12 Administration	Classroom Teachers	Counselors & Other Support Personnel
A. COMMON COMPETENCIES:						
1. Understanding of career education.	x	x	x	x	x	x
2. Awareness of the need for career education.	x	x	x	x	x	x
3. Awareness of past and current career education activities in state and nation.	x	x	x	x	x	x
4. Knowledge of available resources for career education, including community resources.	x	x	x	x	x	x
5. Ability to develop a facilitating climate for career education.	x	x	x	x	x	x
6. Understanding of their roles in developing and implementing local plans for career education.	x	x	x	x	x	x
B. PRIMARILY ADMINISTRATIVE AND TEACHER/COUNSELOR FACULTY COMPETENCIES:						
7. Understanding of the State Plan for Career Education and their roles in implementing it.	x	/	x	x	/	/
8. Familiarity with model career education programs and career education models.	x	/	x	x	/	/

x = Competency required
/ = Some competency desirable

COMPETENCY	Inservice Preparation of:			Preservice Preparation of:		
	University Administration	General Faculty	Teacher/Counselor Education Faculty	K-12 Administration	Classroom Teachers	Counselors & Other Support Personnel
C. PRIMARILY UNIVERSITY FACULTY AND K-12 STAFF COMPETENCIES:						
9. Working knowledge of career development theory.	/	x	x	/	x	x
10. Knowledge of strategies for integrating career education with guidance and instructional programs.	/	x	x	/	x	x
11. Awareness of many occupations related to specific disciplines or subject areas.	/	x	x	/	x	x
D. ADMINISTRATIVE COMPETENCIES:						
12. Ability to provide leadership and support through effective allocation of resources. (Time, personnel and money.)	x			x		
13. Understanding and abilities to train and motivate staff to incorporate career education with ongoing guidance and instructional programs.	x			x		
14. Ability to motivate faculty to infuse career education with their preservice training program.	x					

COMPETENCY	Inservice Preparation of:			Preservice Preparation of:		
	University Administration	General Faculty	Teacher/Counselor Education Faculty	K-12 Administration	Classroom Teachers	Counselors & Other Support Personnel
E. TEACHER/COUNSELOR FACULTY COMPETENCIES:						
15. Ability to motivate colleagues to infuse career education with their preservice programs.			x			
16. Understanding and abilities needed to help aspiring school administrators, counselors, and teachers acquire the competencies to be derived from preservice training.			x			
F. UNIVERSITY FACULTY AND K-12 STAFF COMPETENCIES:						
17. Ability to utilize career education strategies to improve instructional programs and services for students.		x	x		x	x
18. Ability to infuse career education with subject matter.		x	x		x	x
19. Ability to relate learning to its application outside of the classroom.		x	x		x	x
20. Ability to individualize instruction and services to meet individual needs relative to career development. (Planning, preparation, placement.)		x	x		x	x
21. Ability to assist students in developing career plans and in making career decisions.		x	x		x	x
G. OTHER COMPETENCIES:						
22.						

PRESERVICE/INSERVICE CAREER EDUCATION MODEL

This model, developed by personnel involved in the project, expands on the preceding materials. The preceding material represents two dimensions of a three dimensional model. The third dimension consists of the developmental phases as applied to competency development in each type of personnel. There are three developmental phases as follows:

Phase I - Preparation

(a) awareness
(b) orientation
(c) exploration

Phase II - Implementation

Phase III - Evaluation

The original model developed by project personnel included all six (6) items noted above. However, ensuing discussion led to the three identified phases with awareness, orientation and exploration being subsumed under preparation. Thus, a general schematic of the three dimension model developed for the Preparation of Preservice and Inservice Personnel in Career Education is as appears on the next page.

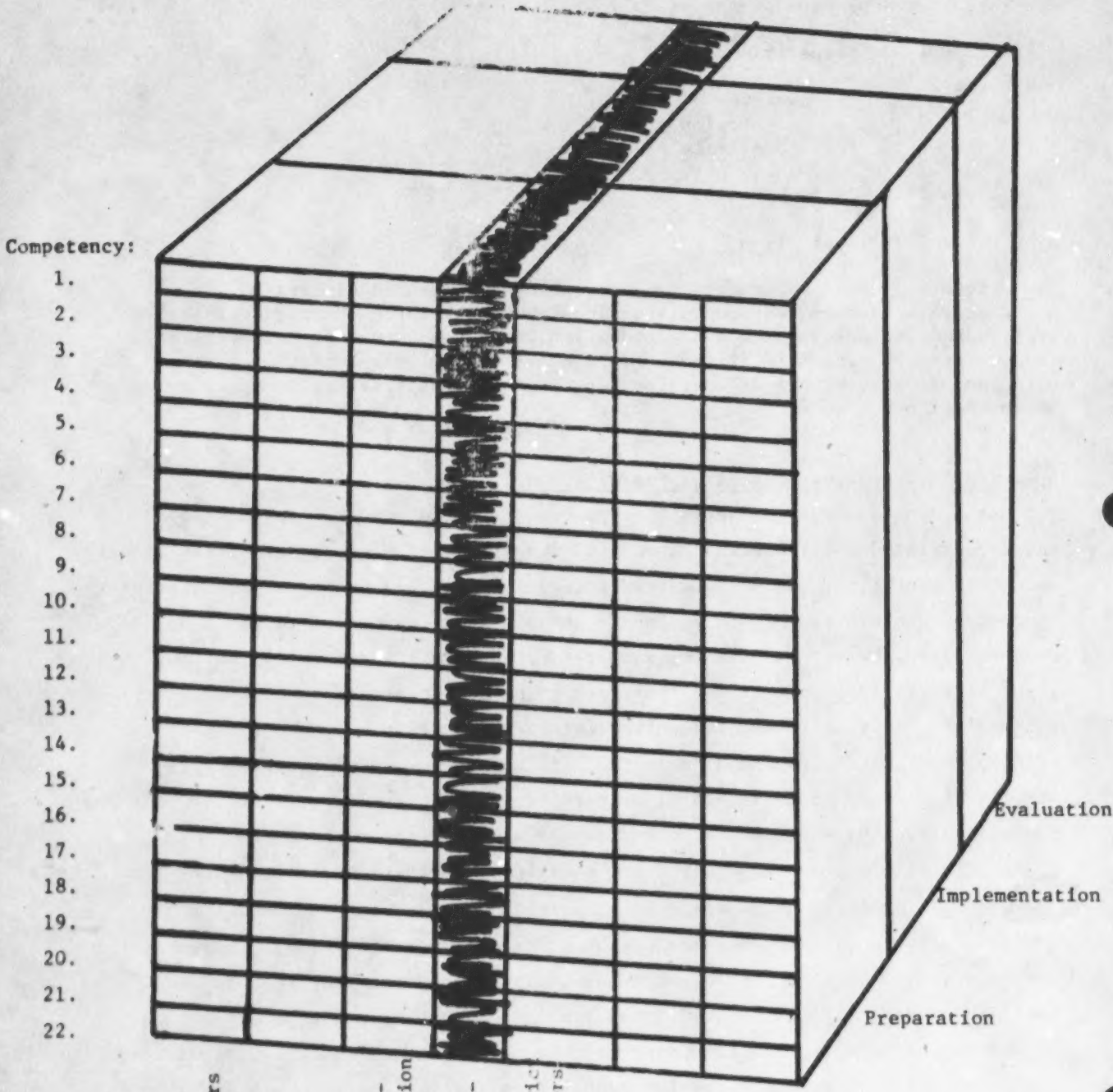
Specific Illustrative Content of Training Model

As indicated on pages seven through nine, the two universities developed and demonstrated model programs for: (1) inservice training of university faculty in career education, and (2) preservice training of aspiring school administrators, teachers, counselors, and other support personnel for career education. Based on their involovement in training faculty and educators-in-training, the following pages represent a compilation of the preservice and inservice training activities found most effective by the two universities. They describe various aspects of preparation relative to competencies for six categories of educational personnel; namely, university administrators, university general faculty, university teacher/counselor faculty; and local school district administrators, teachers, and counselors et al. (See Appendix C for examples of preservice training programs.)

While it is beyond the scope of this training model to provide detailed implementation activities and evaluation guidelines resulting from the training provided and referred to in the three dimensional model on page 16, many specific strategies in these two areas resulted from the active participation of university personnel in the preparation activities outlined. Implementation activities of teacher and counselor educators are reflected in the preparation activities for their teachers- and counselors-in-training. Likewise, aspiring K-12 administrators, teachers, and counselors accquired skills in their preparation activities for eventual implementation when employed by local school districts. Evaluation is discussed on pages 33-36.

Figure 1

Model for Pre-service and In-service Preparation of Personnel in Career Education



INSERVICE TRAINING OF UNIVERSITY ADMINISTRATORS

Desired Competencies	Preparation
Administrators will develop:	Administrators will become familiar with:
1. An understanding of career education (X) and ability to	a definition of career education.
explain the relationship or career education to the University's mission.	the position of the state department of education re: career education.
explain the relationship of career education to the teacher preparation programs in his/her university.	the relationship between career education and general education.
	the relationship between career education and university programs.
	the relationship between career education and teacher preparation.
2. An awareness of the need for career education and ability to (X)	why career education is needed.
defend the need for career education as one component of the teacher preparation program at his/her institution.	the results of the statewide needs assessement re: career education.
3. An awareness of past and current career education activities in state and nation. (X)	the position of national education and accreditation groups on career education.
	career education activities in state and nation to date.
4. Knowledge of available resources for career education, including community resources and ability to (X)	the sources of funds for integrating career education with university programs.
promote the university's interests in obtaining funds and support for career education from external sources;	a variety of commercially produced resource materials
direct the library and other media services to obtain and provide resources in career education.	a variety of community resources

Desired Competencies	Preparation
Administrators will develop:	Administrators will become familiar with:
5. Ability to develop a facilitating climate for career education. (X)	alternative methods for facilitating integration of career education with general education and teacher preparation programs.
6. An understanding of their roles in developing and implementing local plans for career education and ability to (X) function as a liaison to local, state, and national agencies responsible for the implementation of career education.	federal and state guidelines and the roles of various local, state and national agencies and organizations in the delivery of education.
7. An understanding of the State Plan for Career Education and their roles in implementing it. (X)	the state plan for career education. the role of the state department of education in career education. the university's role in career education.
8. Familiarity with model career education programs and career education models. (X)	several models for integrating career education with teacher preparation and general education programs.
9. Working knowledge of career development theory. (/)	several career development theories.
10. Knowledge of strategies for integrating career education with guidance and instructional programs. (/)	the use of a catalyst group in integrating career education with a university program.
11. Awareness of many occupations related to specific disciplines or subject areas. (/)	occupations for which various disciplines help to prepare individuals.
12. Ability to provide leadership and support through effective allocation of resources (time, personnel and money) (X) including ability to:	the importance of leadership in integrating a career education program with university curriculum.

Desired Competencies	Preparation
Administrators will develop:	Administrators will become familiar with:
12. (cont'd.)	
obtain and allocate <u>funds</u> for expanding career education as part of the teacher preparation program and select <u>personnel</u> who can implement career education as part of the teacher education program of his/her institution.	the most effective ways of using time, personnel and money to enhance general education. the most effective ways of using time, personnel, and money to enhance teacher preparation.
13. Understandings and abilities to train and motivate staff to incorporate career education with ongoing guidance and instructional programs including ability (X) to:	the role of teacher education departments in <u>inservice</u> preparation for career education.
motivate university colleagues to support and implement career education concepts in all facets of the university's program.	the competencies which university faculty need in order to provide career education.
14. Ability to motivate faculty to infuse career education with their preservice training programs including ability (X) to:	the role of teacher education departments in <u>preservice</u> preparation for career education.
provide leadership to the individuals responsible for planning inservice programs for teacher educators and other faculty on career education.	the desirable components of a teacher preparation program which integrates career education.
provide leadership to faculty implementing career education as part of the teacher preparation program.	alternatives for preparing university faculty to implement career education in teacher preparation programs.
22. "Other" Ability to:	
evaluate the results of studies designd to determine if the university's graduates have achieved the desired competencies in career education.	methods of evaluating competencies in career education. methods of evaluating effectiveness of career education.
recommend changes in the university's teacher preparation program which would increase its effectiveness through career education.	

(X) - Required

(/) - Desirable

INSERVICE TRAINING OF GENERAL FACULTY

Desired Competencies	Preparation
Faculty members will develop:	Faculty members will:
1. An understanding of career education. (X)	Read Introduction to State Plan for Career Education and A Primer for Career Education. Attend workshops and presentations. Define the major components of career education. Identify major local, state and federal agencies dealing with Career Education.
2. An awareness of the need for career education.	Read and discuss reports concerning the need for career education in general and within their respective disciplines.
3. An awareness of past and current career education activities in state and nation. (X)	Read current monographs and studies on State of the Art in career education. Read key selected writtings on career education in current professional literature. Recognize current status as a result of past activities.
4. A knowledge of available resources for career education, including community resources. (X)	Investigate resources for career education: periodicals, government publications, popular press and media, house organizations, industries, labor unions.
5. Ability to develop a facilitating climate for career education. (X)	Discuss working through existing power structure and committees. Indentify incentives and rewards for involvement.
6. An understanding of their roles in developing and implementing local plans for career education. (X)	Visit model programs and participate in the development of local plans for career education, pre-school through adult.
7. An understanding of the State Plan for Career Education and their individual roles in implementing it. (/)	Realize the need for a State Plan. Read portion of State Plan dealing with university faculty. Read summary of state plan. Interpret their specific roles in implementing the State Plan.

Desired Competencies Faculty members will develop:	Preparation Faculty members will:
8. Familiarity with model career education programs and career education models. (/)	Identify and visit model programs. Learn career education vocabulary.
9. A working knowledge of career development theory. (X)	Identify career theories most appropriate to their discipline. Select career development theories for potential implementation.
10. A knowledge of strategies for integrating career education with guidance and instructional programs. (X)	Study research and project reports. Discuss experiences with peers presently integrating career education in their instructional programs.
11. An awareness of many occupations related to specific disciplines or subject areas. (X)	Make an exploration of many occupations related to various subject matter.
17. Ability to utilize career education strategies to improve instructional programs and services for students. (X)	Attend staff inservice in career education. Study curriculum guides.
18. Ability to infuse career education with subject matter. (X)	Observe career education in action. Attend career education workshops. Study career educations for own discipline.
19. Ability to relate learning to its application outside of the classroom.	Visit business and industry. Become aware of professional development activities. Ask to be placed on mailing lists of career education meetings, workshops, conferences hearings.
20. Ability to individualize instruction and services to meet individual needs relative to career development. (Planning, preparation, placement.) (X)	Brainstorm with peers and administration about individualizing instruction and services relative to career development.
21. Ability to assist students in developing career plans and in making career decisions. (X)	Check manpower needs in jobs related to own subject area. Conduct job analysis within occupational cluster(s) related to own discipline.

(X) - Required
(/) - Desirable

INSERVICE TRAINING OF TEACHER/COUNSELOR EDUCATION FACULTY

Desired Competencies	Preparation
Teacher/Counselor Educators will develop:	Teacher/Counselor Educators will:
1. An understanding of Career Education. (X)	Read Introduction to State Plan for Career Education and A Primer for Career Education. Attend workshops and presentations. Define the major components of career education. Identify major local, state and federal agencies dealing with Career Education.
2. An awareness of the need for Career Education. (X)	Conduct a survey of needs for career education. Conduct a survey of individual student needs.
3. An awareness of past and current career education activities in State and Nation. (X)	Read project reports. Read current monographs and studies on State of the Art in career education. Read key selected writtings on career education in current professional literature. Recognize current status as a result of past activities.
4. Knowledge of available resources for career education, including community resources. (X)	Survey local resources. Investigate resources for career education: periodicals, government publications, popular press and media, house organizations, industries, labor unions.
5. Ability to develop a facilitating climate for career education. (X)	Identify incentives and rewards for involvement.
6. An understanding of their roles in developing and implementing local plans for career education. (X)	Visit model programs and participate in the development of local plans for career education, pre-school through adult.

Desired Competencies	Preparation
Teacher/Counselor Educators will develop:	Teacher/Counselor Educators will:
7. An understanding of the State Plan for Career Education and their roles in implementing it. (X)	Study State Plan and identify their roles in implementing it.
8. A familiarity with model career education programs and career education models. (X)	Identify and study materials from exemplary programs. Make on-site visits to exemplary programs.
9. A working knowledge of career development theory. (X)	Identify and discuss various career development theories in literature.
10. A knowledge of strategies for integrating Career Educatin with guidance and instructional programs. (X)	Study research and project reports. Discuss experiences with peers presently integrating career education in their instructional programs.
11. An awareness of many occupations related to specific disciplines or subject areas. (X)	Identify and study career information sources (e.g. WCIS) which relate occupations to subject areas.
15. The ability to motivate colleagues to infuse career education with their preservice programs. (X)	Investigate ways of providing incentives and rewards for involvement.
16. Understandings and abilities needed to help aspiring school administrators, counselors, and teachers acquire the competencies to be derived from preservice training. (X)	Take field trips to other schools.
17. Ability to utilize career education strategies to improve instructional programs and services for students. (X)	Study available guides and documents.
18. Ability to infuse career education with subject matter. (X)	Study career education for own discipline. Observe career education in action. Attend career education workshops. Study career educations for own discipline.
19. Ability to relate learning to its application outside of the classroom. (X)	Visit local business and industry. Become aware of professional development activities. Ask to be placed on mailing lists of career education meetings, workshops, conferences, hearings.

Desired Competencies	Preparation
Teacher/Counselors Educators will develop:	Teacher/Counselor Educators will:
0. Ability to individualize instruction and services to meet individual needs relative to career development. (Planning, preparation, placement.) (X)	Brainstorm with local faculty and studer about individualizing instruction and services relative to career development.
1. Ability to assist students in developing career plans and in making career decisions. (X)	Review sources of manpower data and career information and study ways of using information in career decision making.

(X) - Required

PRESERVICE TRAINING OF SCHOOL DISTRICT ADMINISTRATORS (SDA's)

Desired Competencies	Preparation
Administrators in training will develop:	Administrators in training will:
1. An understanding of career education, (X) and ability to explain the goals of career education as they relate to the organizational and administrative structure of the American Public Schools.	Study available state and national printed materials and literature on career education including A Primer for Career Education. Look at career education models.
2. An awareness of the need for career education. (X)	Study results of Statewide Need Assessment re: Career Education and other studies documenting the need for C.E.
3. An awareness of past and current career education activities in state and nation. (X)	Become familiar with the history of career education in state and nation as a basis for understanding current "state of the art."
4. Knowledge of available resources for career education, including community resources. (X)	Learn about sources of funding for career education. Become familiar with a variety of commercial and community resources. Talk with service clubs in the area. Find out what information the Chamber of Commerce provides.
5. Ability to develop a facilitating climate for career education, (X) and provide leadership to develop staff ability to use career education teaching strategies to improve instructional programs and services to students.	Develop enthusiasm for career education and develop ability to facilitate staff efforts to implement.
6. An understanding of their roles in developing and implementing local plans for career education, (X) including general administration and supervision of career education.	Study local plans for career education developed in other districts. Become familiar with administrator's role in developing and implementing a local plan for C.E.
7. Understanding of the State Plan for Career Education and their roles in implementing it. (X)	Study and discuss State Plan. Study DPI Regulations.

Desired Competencies	Preparation
Administrators in training will develop:	Administrators in training will:
8. Familiarity with model career education programs and career education models. (X)	Study, describe and compare career education models. Visit model programs.
9. Working knowledge of career development theory (/)	Attend conferences and workshops on career education. Study and compare theories of career development.
10. A knowledge of strategies for integrating career education with guidance and instructional programs, (/) and ability to: Develop staff expertise to individualize instruction to meet diverse career needs. Develop career education programs and practices that will serve multi-cultural groups and women.	Attend conferences of other administrators and learn career education strategies from them. Review teacher education curricula.
11. Awareness of many occupations related to specific disciplines or subject areas, and an understanding of the legal foundations of careers, such as employee-employer relations in the world of work. (/)	Research and list occupations related to various school subjects.
12. Ability to provide leadership and support through effective allocation of resources (Time, personnel and money), (X) and to: Develop expertise in fund allocations so that career education programs will occupy priority in funding. Locate and make available all possible human resources and material resources to promote and provide for career education. Promote public support for career education through public relations activities, the media and other means.	Become familiar with how other administrators have provided leadership and support for C.E. through effective allocation of time, personnel and money.

Desired Competencies	Preparation
Administrators in training will develop:	Administrators in training will:
13. Understanding and ability to train and motivate staff to incorporate career education with ongoing guidance and instructional programs, (X) including ability to:	Complete appropriate coursework, such as: - organization and administration of public schools. - Creativity in the classroom. - Multicultural education. - Politics of Education. - Economics in Education. - Public Relations - Evaluation and appraisal - Career Education
Motivate staff members in school to develop positive attitudes towards career education.	
Provide leadership in developing career education curriculum designs.	
22. Other: (X)	
Ability to:	
Develop continuous evaluation measures to learn strengths and weakness of career education in school.	Study various methods for process and product evaluation of career education.

(X) Required

(/) Desirable

PRESERVICE TRAINING OF TEACHERS

Desired Competencies	Preparation
Teachers in training will develop:	Teachers in training will:
1. An understanding of career education. (X)	Read Instroduction to the State Plan for Career Education and A Primer for Career Education. Attend workshops and presentations. Discuss various definitions of career education.
2. An awareness of the need for career education. (X)	Review the Statewide Needs Assessment and other evidence.
3. An awareness of past and current career education activities in state and nation. (X)	Read project reports. Document development of career education in the state and nation.
4. Knowledge of available resources for career education, including community resources, and the ability to use community resources to facilitate career awareness, exploration and preparation among students. (X)	Select career education materials appropriate to subject area(s) or grade level. Develop career education instructional materials for subject area or grade level.
5. Ability to develop a facilitating climate for career education. (X)	Design a local model for career education, which integrates career education with their disciplines.
6. An understanding of their roles in developing and implementing local plans for career education. (X)	Define teacher's role in career education. Visit model programs in local districts. Study local plans for career education developed in other districts. Participate in development of a local plan for career education, pre-school through adult.
7. An understanding of the State Plan for Career Education and their roles in implementing it. (/)	Study and discuss State Plan.
8. Familiarity with model career education programs and career education models. (/)	Study, describe and compare career education models. Visit model programs.

Desired Competencies	Preparation
Teachers in training will develop:	Teachers in training will:
9. A working knowledge of career development theory. (X)	Study and compare career development theories Write a vocational autobiography and relate it to theories studied.
10. A knowledge of strategies for integrating career education with guidance and instructional programs. (X)	Study available guides. Talk with and observe experienced career education practitioners. Cite specific types of activities that can be used at various grade levels.
11. An awareness of many occupations related to specific disciplines or subject areas. (X)	Research and list occupations related to individual subject area(s).
17. Ability to utilize career education strategies to improve instructional programs and services for students. (X)	Study available guides and documents. Talk with and observe experienced career education practitioners.
18. Ability to infuse career education with subject matter, including the ability to integrate career development concepts with learning activities. (X)	Study career education for own discipline and become familiar with several activities for infusing career education with subject content.
19. Ability to relate learning to its application outside of the classroom, (X) including the ability to identify the many occupations related to their particular subject area.	Visit local business and industry and become familiar with the relationships between education and work, with a focus on the application of their own course contents.
20. Ability to individualize instruction and services to meet individual needs relative to career development. (Planning, preparation, placement.) (X)	Brainstorm with LEA practioners about individualizing instruction and services relative to planning, preparation, and placement.
21. Ability to assist students in developing career plans and in making career decisions. (X)	Work with school counselors in developing ability to assist students with career plans and decisions.

PRESERVICE TRAINING OF COUNSELORS

Desired Competencies	Preparation
Counselors in training will develop:	Counselors in training will:
1. An understanding of career education. (X)	Read assigned materials including the Introduction to the State Plan for Career Educational and A Primer for Career Education. Peruse Reading Room materials, such as curriculum guides and books on career education. Note reading list. View films. Attend lectures and discussions. Define career education.
An awareness of the need for career education. (X)	Review the Statewide Needs Assessment and other evidence.
An awareness of past and current career education activities in state and nation.	Understand the current nature of career education based on a review of history to date.
Knowledge of available resources for career education, including community resources. (X)	Peruse materials in career education reading room. Attend WCIS demonstration. Produce a career cassette. Evaluate materials. Report to class on new materials. Design and conduct a community resources survey.
Ability to develop a facilitating climate for career education, (X) including the ability to motivate colleagues to infuse career education with their curricular offerings.	Develop enthusiasm for career education and develop ability to (1) serve as a consultant to teachers, (2) as a coordinator of career education activities, and (3) as a resource person to all involved.
An understanding of their roles in developing and implementing local plans for career education. (X)	Visit model programs in local districts. Study local plans for career education developed in other districts. Participate in development of a local plan for career education. Define the role of the counselor in career education.

Desired Competencies	Preparation
Counselors in training will develop:	Counselors in training will:
7. An understanding of the State Plan for Career Education and their roles in implementing it. (/)	Study and discuss State Plan.
8. Familiarity with model career education programs and career education models. (/)	Study, describe, and compare career education models. Visit model programs.
9. A working knowledge of career development theory. (X)	Study and compare theories of career development. Write vocational autobiography applying career development theories.
10. A knowledge of strategies for integrating career education with guidance and instructional programs. (X)	Study available guides. Talk with and observe experienced career education practitioners. Cite specific types of activities that can be used at various grade levels.
11. An awareness of many occupations related to specific disciplines or subject areas.	Read assigned materials. Peruse reading room materials. Take field trips - VTA and Industry. Attend lecture - discussion.
17. Ability to utilize career education strategies to improve instructional programs and services for students. (X)	Review samples and test manuals of various interest and aptitude instruments. Attend lectures and discussions. Take SCII, JOB-O, SDS & CDM. Read assigned materials.
18. Ability to infuse career education with subject matter. (X)	Become familiar with several activities for infusing career education with subject content in order to help teachers in their efforts.
19. Ability to relate learning to its application outside of school, and an understanding of the unique problems of special groups in the work world. (X)	Become familiar with the relationships between education and work in order to serve as a catalyst in closing the gap between the two. Visit local business and industry.

Desired Competencies	Preparation
Counselors in training will develop:	Counselors in training will:
Ability to individualize instruction and services to meet individual needs relative to career development (planning, preparation, placement). (X)	Attend lectures and discussions. Write a resume and cover letter. Engage in mock interviews. Read assigned materials. Become familiar with the placement process.
21. Ability to assist students in developing career plans and in making career decisions, (X) including ability to: perform as an educational-vocational counselor in both groups and one-to-one situations. Select, administer and interpret vocational preference surveys, etc.	Attend lectures and discussions. View film - "Career Decision Making" Lead a career exploration group. Read assigned materials.

() - Required
(/) - Desirable

EVALUATION

The Wisconsin Department of Public Instruction contracted with the Center for Vocational, Technical and Adult Education at UW-Stout to serve as third party evaluator of this project designed to develop and demonstrate various training models. The CVTAE staff worked with the consortium districts for two previous years in evaluating their incremental improvement activities and had gained an intimate knowledge of their various career education programs in the process. In addition, they collected a valuable bank of baseline data which proved useful in their continued evaluation of training and retraining techniques and methods.

The evaluation plan for the university component of the project is presented in the matrix which follows. Drs. Orville Nelson and Harold Halfin, Co-Directors of the Center for Vocational, Technical and Adult Education, developed the matrix and conducted the evaluation.

Principal areas which the third party evaluation focused on were the consortium and the processes it used to refine and demonstrate training and retraining, strategies, the quality of the resulting models for training and retraining, and dissemination activities.

The evaluation instrument which the third party evaluators asked all faculty inservice training participants to complete is presented on the pages following the evaluation matrix.

A detailed report of the evaluation is availabel from the Center for Vocational, Technical, and Adult Education at the University of Wisconsin-Stout.

Evaluation Matrix

Objective	Design	Evaluation Activity	Criterion
A. University Faculty • Develop and demonstrate effective methods for training and retraining teacher and counselor educators in C.E. integration techniques for pre-service training program.	• Time series using data from prior studies conducted at both institutions and pre and post survey's during the project year. + Content of courses will be reviewed + Student outcomes will be assessed	• Courses: Collect data and instruments from prior years. Construct new instrument utilizing items from previous instruments. Conduct a pre-survey early in September to determine entry level status. (assess what career education content and processes are included in preservice courses.) Conduct a post survey in May, 1978 to determine changes. • Students: At the end of first semester and second semester students will complete a C.E. knowledge survey.	• 100% of the teacher and counselor educators participating in the pr ject will have increase the C.E. content in the courses. 50% of the participants will have disseminated these techniques to counselor and teacher educators. • Assuming that first semester classes are taught as they were in the past, there will be a significant gain in student awareness and knowledge during the second semester.
B. Educators in Training • Develop and demonstrate effective methods for preservice training in C.E. of aspiring administrators, teachers, counselors, and other p.ofessional support personnal.	• Time series.	• Will use the student data identified in A.	• Will use the student criteria from A.

Center for Vocational, Technical and Adult Education
UW-Stout, Form 780.A1

10/13/78

University Staff In-Service Training

Directions: Please respond to the following items based on your experiences in the Wisconsin Career Education Consortium during the past year.

Name (optional) _____ Date _____

School _____

1. Position: (Check the most appropriate)

_____ (1) Administrator
_____ (2) Counselor educator
_____ (3) Teacher educator
_____ (4) General faculty
_____ (5) Other _____

2-9. A variety of career education in-service experiences were provided as a part of the consortium. Please evaluate each of those listed below. Use the following responses.

1 = NA = Not applicable. I was not involved in this.
2 = A = Helped me develop an awareness of career education.
3 = I = Provided techniques and procedures which helped me implement career education activities in one or more courses.
4 = E = Provided a basis for evaluating various career education concepts, goals and activities.

IN-SERVICE ACTIVITY	Evaluation			
	NA 1	A 2	I 3	E 4
2. Presentations by University faculty experienced in career education	1	2	3	4
3. Presentations by Department of Public Instruction staff on career education	1	2	3	4
4. Presentations by local school district staff members who were involved in career education programs	1	2	3	4
5. Local department meetings which focused on career education	1	2	3	4
6. Visits to elementary and secondary schools to observe career education activities and programs	1	2	3	4
7. Integrating career education content in my course(s)	1	2	3	4
8. Sharing accomplishments and questions with other members of the consortium at our Wausau meetings	1	2	3	4
9. Other _____	1	2	3	4

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10. What were the major competencies, knowledges, etc. you acquired as a result of your participating in the Career Education Consortium?

11. What aspects of the career education program you developed last year are you using this year?

Thank you.

Please return to: Harold Halfin/Orville Nelson
CVTAE
UW-Stout
Menomonie, WI 54751

SUGGESTED READING LIST

Books

Bailey, Larry and Stadt, Ronald, Career Education: New Approaches to Human Development, Bloomington, Ill.: McKnight Publishing Co., 1973

Evans, et al, Career Education in the Middle/Junior High School, Salt Lake City: Olympus, 1973

Gibson, R.L., Career Development in the Elementary School, Columbus, Ohio: Merrill Publishing Co., 1972

Goldhammer, J. and Taylor, R., Career Education: Perspective and Promise, Columbus, Ohio: Merrill Publishing Co., 1972

Gysbers, Norman C., et al, Career Guidance: Practice and Perspectives, Worthington, Ohio: Charles A. Jones, 1973

Herr, E.L. and Cramer, S.H., Vocational Guidance and Career Development in the Schools: Towards a Systems Approach, Boston: Houghton Mifflin, 1972

Hoyt, K.B., et al, Career Education, Salt Lake City, Utah: Olympus Publishing Co., 1972

Hoyt, Kenneth, et al, Career Education and the Elementary School Teacher, Salt Lake City, Utah: Olympus Publishing Co., 1973

London, H.H., Principles and Techniques of Vocational Guidance, Columbus, Ohio: Merrill Publishing Co., 1973

Severinsen, Norman K., Career Guidance: An Individual Developmental Approach, Columbus, Ohio: Merrill Publishing Co., 1973

Stevenson, John B., An Introduction to Career Education, Worthington, Ohio: Charles A. Jones, 1973

U.S. Department of Health, Education and Welfare, Career Education, Washington, D.C.: U.S. Government Printing Office, 1971

U.S. Department of Health, Education and Welfare, Essays on Career Education, Washington, D.C.: U.S. Government Printing Office, 1973

Implementation

Keller, L., Career Education In-Service Training Guide, General Learning Corporation, 1972

U.S. Department of Health, Education and Welfare, Career Education, A Handbook for Implementation, Washington, D.C.: U.S. Government Printing Office, 1972

Journals

American Vocational Journal, March, 1972 (Nearly entire issue devoted to career education)

Career Education in Arizona, Arizona Dept. of Education, Phoenix, 1971

Marland, S. "Career Education Now" in Vocational Guidance Quarterly, March, 1972

Meyer, R., "Career Education--More Than Just a Passing Fad" in WEA Journal, September, 1972

NASSP Bulletin, March, 1973, (nearly the entire issue is devoted to career education)

Hoyt, Kenneth, Career Education: A Newsletter Series, Science Research Associates

Career Education Digest, Educational Properties, Inc., 3303 Harbor Blvd., Suite H6, Costa Mesa, California 92626

Curriculum Study Guides

A Guide to Career Education, Fond du Lac School District, 1972

Career Development Guide, Oshkosh Area Public Schools, (K-5, 6-8), 1973

Career Education Guide, Science Research Associates, 1972

Career Education Guide (K-12), Joint School District #5, Eau Claire, WI

Career Education Program, Houghton Mifflin

Vol. I - Ryan K-6
Vol. II - Saltzman 7-9
Vol. III - Wysong 10-12

Career Education Resource Guide, General Learning Press, 1972

K-14 Career Education Guide, Lakeshore Technical Institute, Sheboygan, Wisconsin, 1971 and 1972

Wisconsin K-12 Guide for Integrating Career Development Into Local Curriculum Wisconsin Dept. of Public Instruction, Madison, 1970 (now published as K-12 Guide, etc. by Harry Drier, Jones Publishing Co., Worthington, Ohio, 1972

Career Development Concept K-12, Robbinsville, Minn., 1972

Career Development Grades 7-9, Racine, Wis., 1973

Career Education Curriculum Guide, Indiana State Dept. of Publich Instruction, 1974

Drier, Career Development Resources, Jones Publishing Co., 1973

Career Education Curriculum Guide, Northeast Wisconsin Technical Institute

Career Education: A Counselor's Guide, State Dept. of Vocational and Technical Education, Stillwater, Oklahoma, 1974

Career Education Project, Menominee, Michigan, 1974-75

Evaluation References

EPIE Institute, Career Education Set: Volume I--How To Select and Evaluate Instructional Materials, Volume II--Analyses of Seven Hundred Pre-Screened Materials, New York, 1975

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September 7, 1977

Appendix A

TO: Teacher Education Council

Dr. Richard Peter	Dr. James Bjornerud	Dr. Harold Halfin
Dr. Richard Gebhart	Dr. Phil Ruehl	Dr. Beverly Schmalzried
Dr. Karen Zimmerman	Ms. Bette Hanson	Dr. James Daines
Dr. Gary Searle	Dr. Marybelle Hickner	Dr. David Cook
Dr. Orazio Fumagalli	Dr. Harlyn Misfeldt	Dr. John Stevenson
Dr. Don Stephenson	Dr. Robert Brock	Dr. Michael Ritland
Dr. David Barnard	Dr. Lawrence Wright	James McCormick

FROM: Carlyle W. Gilbertson

RE: Career Education Project

I am sending you more detailed information about the career education project in which Dean Stevenson and I are involved. Since I talked about the project at TEC on Monday, August 29, we have been informed that the budget has been negotiated so we have definite information about funds for participants.

We are looking for five interested and committed people from the area of teacher education (broadly defined to include all undergraduate and graduate education programs at Stout) who will become involved as participants in some workshop type activities that will help them develop techniques and materials for integrating career education into their courses and/or programs which will result in the development of a published model to be shared with other educators.

This is a joint venture between UW-Stout, UW-Oshkosh, Department of Public Instruction and seventeen (17) school districts in Wisconsin. The intent of this consortium is to utilize the career education work that has been done by the two universities, seven school districts and D.P.I. to train additional university and school personnel so that they can implement career education into their activities. The total effort will be written into a model to be disseminated to other educators.

The duration of the project is from October 1, 1977 to September 30, 1978. Specific involvements for the five people would be:

1. Five days of workshops or visits to schools between October 1 and February, 1978.

   Dates - October 14 (late Fri. P.M.) and 15 (Sat. 9-12), 1 day workshop at Midway Motor Lodge, Wausau
   November 11-12 (Fri. & Sat. same format), 1 day workshop at Midway Motor Lodge, Wausau
   December 9-10 (same format), 1 day workshop with 17 school districts (Site not set)
   February (same format), 1 day workshop (site not set)
   One day of visitation to a selected school site (to be selected by participant)

2. Implementation of ideas and techniques developed first semester into second semester activities.

3. Share in writing and developing a model for preservice training in career education for teachers, counselors and administrators.

Participants would be paid fees for their involvement at the rate of $100 per day for the 5 days. All expenses for travel, meals and lodging for the 5 days are covered. Secretarial help would be available for any work related to course development, model development etc. as well as needed materials and supplies such as paper. Some professional materials in the area of career education will be provided.

Please identify persons who you think would be interested and who would be committed to the goals of this project. Ask them to contact Carlyle Gilbertson at Ray Hall 102 or call 2252. I would like them to write a short statement about how they would see this project helping them in their present position. Since the time is short I would appreciate hearing from interested parties as soon as possible so we can select the five participants.

Appendix B

UNIVERSITY FACULTY TRAINING PLAN

UNIVERSITY OF WISCONSIN-OSHKOSH
UNIVERSITY OF WISCOSNIN-STOUT

The first two, of five, workshop days have been scheduled for ten university teacher educators, five from UW-Oshkosh and five from UW-Stout. Personnel conducting these two workshops consist of Dr. Donald Jorgensen and Dr. Robert Pickering from UW-Oshkosh, Dr. Carlyle Gilbertson and Dr. John Stevenson from UW-Stout, Robert Meyer and Jim Augustin from D.P.I., and two resource people from selected project schools.

A third workshop day is planned in conjunction with all seventeen local school districts and D.P.I. The fourth and fifth day workshops are still to be planned.

Information about the first three workshop days is listed below.

A. October 14-15, 1977

Friday October 14; 4:00-6:00 P.M.
Saturday October 15; 9:00-12:00
Midway Motor Lodge, Wausau, Wisconsin

Major topics are:

1. What is Career Education - Definitions, Models
2. Why is Career Education Needed
3. What is the State of the Art
   Federal, State, Local, Teacher Education

B. November 11-12, 1977

Friday November 11; 4:00-6:00 P.M.
Saturday November 12; 9:00-12:00
Midway Motor Lodge, Wausau, Wisconsin

Major topics are:

1. Implementation of Career Education Into Teacher Education
2. Implementation of Career Education Into Counselor Education
3. Strategies and Techniques for Implementing Career Education
   Into Preservice Training

C. December 9-10, 1977

Combined workshop of D.P.I., seventeen local districts and two universities at site to be selected.

Agenda - Wausau Meeting

Friday, 4:00 P.M. October 14, 1977

Introductions - D. Jorgenson

Overview of Project - B. Meyer

Career Education (what is it?) - J. Stevenson

Career Education (why we need it) - D. Jorgenson

Discussion Groups

A	B
C. Gilbertson	J. Stevenson
C. Stanford	D. Jorgenson
B. Pickering	B. Meyer
H. Olstad	A. Stessman
S. Gill	T. Wiehe
B. Schmalzried	M. Wiinamaki
A. Guiang	S. Williams
W. L. Moore	J. Watson
	W. Morris

6:00 P.M.

Hospitality - R. Pickering

Saturday, 9:00 - 12:00 October 15, 1977

Career Education (current state) - C. Gilbertson

Discussion Groups

Career Education (why we need it from a school district viewpoint)

A. Stessman
C. Stanford

Discussion Groups

Appendix B

AGENDA-November 11-12, 1977

Midway Motor Lodge - Wausau

November 11

4:00 - 5:30 P.M.	Experienced Based Career Education (EBCE) Fond du Lac - Either Ron Nelson or Pat Cibek
5:30 P.M.	Group reaction to state plan for career education.

November 12

9:00 - 10:20 A.M.	Joyce Garner, Brooklyn Elementary School Oregon System and the elementary teacher from the Eau Claire Public Schools.
10:40 - 12:00 A.M.	Rosemary Weyeneth and Patricia Peterson High school teachers, Watertown

Appendix B

TENATIVE AGENDA

TENATIVE AGENDA

Special Meeting of the
University Component and Seven Lead School Districts
of the
Wisconsin Career Education Consortium

Midway Motor Lodge
Wausau, Wisconsin
January 20, 1978

9:45 - Optional stop at coffee shop.

10:00 - Call to order; corrections, if any, to minutes of last meeting or conference call summary; and adjustments to this agenda, if any.

10:10 - Status of Extension Courses in C.E.

10:20 - Progress reports and sharing of experiences by local directors of seven lead school districts and two universities.

11:00 - Progress reports from chairpersons of the five Training Model Task Forces.

11:30 - Opportunity for open discussion with USOE Project Officer.

12:00 - Lunch

1:15 - Individual faculty reports of plans for integrating preservice training in career education with their second semester teacher and counselor preparation programs, and

Reaction to faculty plans by directors of local lead districts of consortium.

3:15 - Arrangements for faculty visits to LEAs.

3:30 - Opportunity for open discussion with USOE Project Officer.

4:00 - LEA directors head for home.

NOTE: University participants will remain to continue working on and refining their plans for providing preservice training in career education under the leadership of the co-directors of the university component of the project. As in past, faculty will stay overnight and continue to work from 9 a.m. until noon on Saturday.

Appendix B

April 11, 1978

To: UW-Oshkosh and Stout Project Participants

From: Don Jorgenson

Please submit to me the travel forms for your field trip visits. The honorarium forms will be arriving very shortly but there is no need to hold up your expenses.

We have decided to combine the faculty training and pre-service training components into one model which will be presented at Wausau.

AGENDA

Midway Motor Lodge - Wausau

Friday, April 21

4-6 P.M. Presentation and discussion of faculty training and pre-service model - John Stevenson

Saturday, April 22

9-10 A.M. Open discussion of model and where each person is "at" - also discussion of field trip visits.

10-Noon As individuals or in small groups - write narrative for project model.

*Note - Two K-12 practitioners will also be at the workshop to respond to the model and help draft the report.

CAREER EDUCATION FOR THE HANDICAPPED
431-661
Fall 1978

Instructor: Margaret Wiinamaki

Office: Harvey Hall 201E
232-1332 or 232-1409

Office Hours: Monday, Wednesday, Friday
1:00-2:00, 3:00-4:00
Tuesday, Thursday
1:00-3:00
Other times by appointment

Course Competencies: The student will be able to:

A. Develop a career oriented special education curriculum.
B. Provide instructional support in vocational education.
C. Analyze local, job market and community work conditions.
D. Select suitable, commercial career education instructional materials.
E. Develop 4-week career education unit and implement in accompanying practicum in a school.
F. Conduct job interview simulations.
G. Identify work study placement for students.
H. Supervise students in on-the-job placement.
I. Develop, implement and evaluate follow-up procedures.

Instructional Objectives: When you complete this course you should be able to:

1. Discuss various definitions of career education and how they apply to programs for the mentally retarded.
2. Describe and compare career education models.
3. Examine the awareness approach to career education at the K-6 level.
4. Organize a career exploration materials corner for a junior high special education class.
5. Develop a 4-week teaching unit in career education.
6. Select career education materials to be used in the senior high career education curriculum. (This may include occupational field trips).
7. Develop career education instructional materials including a 10 minute slide-sound series.
8. Define cooperative vocational education emphasizing how it is defined in Part G of the Vocational Education Amendments of 1968.
9. Describe handicap provisions in major vocational education, vocational rehabilitation and special education state and federal laws.
10. Identify jobs in the vocational clusters which may be considered suitable for secondary special education students.
11. Task analyze a job appropriate for secondary special education students.
12. Describe the state and local vocational education program.
13. Survey Menomonie, or a surrounding community (or your home community) to determine possible job placements.
14. Design program which allows for the integration of students into the regular classroom and local community.
15. Investigate various funding sources at the local, state and national levels.
16. Preview units on job seeking, including application forms, resumes and job interviews.
17. Investigate work-study programs, including specifications of the roles of employer, rehabilitation counselor, principal and teacher.

18. Identify labor laws and regulations that will influence high school work-study programs.
19. Develop a work-study guidebook, including training plan, work-study brochure, and other appropriate forms.

Course Evaluation:

Course evaluation will be based on short assignments related to the subject area currently being studied. These assignments may include any of the following: quizzes, readings in journals, on-site visits, field trips, role play, instructional development and evaluation of guest speakers or films.

Each assignment will be worth 20 or more points for a total of 180 points for the semester. Late assignments will be assessed 20%.

180-160 = A
159-140 = B
139-120 = C
119-100 = D

Important Note: 431-660 Practicum is taught in conjunction with (431-661) this course. Practicum is an arranged experience in developing career education; instructional materials and presenting them to special education students in the schools.

Appendix C

An Instructional Unit in Career Education For Industrial Teacher Education

1. Definitions of career education

2. A career education model

   a. Elementary

   b. Middle School

   c. Junior High School

   d. Senior High School

   e. Adult

   The nature of industrial education.

   Criteria for selecting industrial education content appropriate for career education.

   a. Elementary industrial education

   b. Middle school industrial education

   c. Junior high school industrial education

   d. High school industrial education

   e. Adult industrial education

   Description of typical courses appropriate for industrial education in career education.

   a. American Industry
   b. Energy
   c. Communications
   d. Materials and Processes
   e. Transportation
   f. Manufacturing
   g. Construction
   h. Photography
   i. Lasers
   j. Fluid Power
   k. Small Engines
   l. Solar Energy
   m. Industrial Ceramics
   n. Capstone
   o. Voc./Tech
   p. Adult

CORRESPONDENCE/MEMORANDUM — STATE OF WISCONSIN

Appendix C

Date: January 17, 1978 File Ref:

To: Career Development Project

From:
Home Economics Education, Professional Development
The Graduate College
University of Wisconsin-Stout

Subject: Plans for Intergrating Career Education in to the Graduate Programs at the University of Wisconsin-Stout

Steps to be taken:

1. Develop a draft of a "floating concentration" in career education which can be incorporated through advisement into several of the Master of Science and Education Specialist degrees offered at the University of Wisconsin-Stout.

2. Meet with faculty members in career education to obtain input on the proposed "floating concentration".

3. Meet with the program directors in the following graduate programs to discuss the proposed "floating concentration". The program directors will include those responsible for the degrees in Industrial Education, Home Economics Education, Media Technology, Safety, Guidance and Counseling, School Psychology, and Clothing, Textiles and Related Art.

4. Seek approval for "floating concentration" from Graduate Council and Dean of the Graduate College. Seek approval of other curriculum bodies if such approval is needed.

5. Prepare information which program directors can use in helping students plan their individual concentration in career development.

AD-75

PROPOSED "FLOATING CONCENTRATION" IN CAREER EDUCATION

Inservice Training Model for K-12 Staff

Competencies expected to result from inservice training for teachers and counselors would include (but not be limited to):

- an understanding of career education
- an awareness of the need for career education
- a working knowledge of career development theory
- ability to utilize career education strategies to improve guidance and instructional programs
- ability to integrate career development concepts with learning activities
- ability to relate learning to its application outside the classroom
- ability to identify the many occupations related to their particular subject area
- ability to use community resources to facilitate career awareness, exploration, and preparation among students
- ability to individualize instruction to meet individual needs such as tentative career plans

PROPOSED COURSES

INTRODUCTION TO GUIDANCE	2 cr.
THEORIES OF CAREER DEVELOP.	2 cr.
CAREER DEVELOPMENT LABORATORY	1 cr.
CURRICULUM AND METHODS IN CAREER EDUCATION	2 cr.
TASK ANALYSIS	2 cr.
COOPERATIVE OCCUPATIONAL EDUCATION PROGRAMS	2 cr.

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